

BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
TEXTILES 1
Adopted April 11, 2005

MISSION STATEMENT

The mission of Family and Consumer Science Education is to prepare students for family life, the world of work, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work like.

LEARNING DOMAINS

- I. The learner will identify and use appropriately basic sewing machine equipment.
- II. The learner will identify, and use appropriately basic sewing tools.
- III. The learner will identify and use appropriately basic pressing equipment used in clothing construction.
- IV. The learner will explore textiles and fibers and their construction.
- V. The learner will discuss how fabric is constructed.
- VI. The learner will identify appropriate clothing care.
- VII. The learner will discuss wardrobe planning.
- VIII. The learner will discuss alterations, repair, redesign, and recycling of clothing.
- IX. The learner will explore fashion services, fashion design, and fashion merchandising careers.
- X. The learner will follow the pattern envelop and guide sheet to complete the pre-construction skills at the introductory level.
- XI. The learner will complete construction techniques at the introductory level.
- XII. The learner will develop a Portfolio, which would include employability skills, academic skills, personal management skills, and teamwork skills ass they relate to work/career preparation and skills needed in the clothing industry.

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Learner Objectives

- I. The learner will identify and use appropriately basic sewing machine equipment.**
 - 1. Student will discuss and identify sewing machine parts, their function, safety, and maintenance to include: (E)**
 - a. needle stitch plate
 - b. feed dog/system
 - c. presser foot
 - d. bobbin case
 - e. spool pin
 - f. thread tension
 - g. presser foot lever/lifter
 - h. thread take up lever
 - i. foot pedal
 - j. hand wheel
 - k. stitch length control
 - l. stitch width control
 2. Student will demonstrate how to properly start the sewing machine, using the machine hand wheel. (I)
 - 3. Student will resolve sewing machine malfunctions. (E)**
 - 4. Student will demonstrate how to replace a needle. (E)**
 5. Student will discuss basic problems encountered when sewing, such as skipped stitches, bunching of thread, puckering, thread breaks, and needle breaks. (I)
- II. The learner will identify, and use appropriately basic sewing tools.**
 - 6. Student will identify and use appropriately the following: (E)**
 - a. seam ripper
 - b. dressmaker pins
 - c. shears/scissors
 - d. pinking shears
 - e. rotary cutter and mat
 - f. seam gauge
 - g. tape measure
 - h. transparent rulers
- III. The learner will identify and use appropriately basic pressing equipment used in clothing construction.**
 7. Student will identify parts and functions of irons. (I)
 8. Student will identify temperature settings as related to fabric selections. (I)
 - 9. Student will explain safety procedures. (E)**
 10. Student will explain the maintenance of an iron. (I)
 - 11. Student will demonstrate pressing/ironing techniques. (E)**

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- IV. The learner will explore textiles and fibers and their construction.**
- 12. Student will explain how fibers are classified. (E)**
 - 13. Student will describe the fiber characteristics in projects. (E)**
 - 14. Student will identify characteristics of cotton, polyester (including fleece) and wool. (E)**
 - 15. Student will describe the characteristics of woven, knit, and non-woven/felted fabrics and their use in garment manufacturing. (E)**

V. The learner will identify appropriate clothing care.

- 16. Student will explain how to care for clothing on a routine basis. (I)**
- 17. Student will choose the best methods for removing specific stains. (I)**
- 18. Student will interpret information on given care labels. (E)**
- 19. Student will describe the steps involved in laundering clothes. (I)**
- 20. Student will explore and compare laundering methods and equipment. (I)**
- 21. Student will explain the use of laundry products and equipment. (I)**
- 22. Student will describe the steps involved in laundering clothes. (I)**
- 23. Student will compare ways of drying clothes. (I)**
- 24. Student will demonstrate how to iron clothes. (I)**
- 25. Student will understand and compare dry-cleaning processes including professional and store purchased products. (I)**

VI. The learner will discuss wardrobe planning.

- 26. Student will describe the basic function that clothing fulfills. (I)**
- 27. Student will describe the decision making process in regards to their wardrobe. (E)**
- 28. Student will define the elements and principals of design and their application in wardrobe planning. (E)**
- 29. Student will give examples of appropriate dress for work/career and certain occasions. (I)**
- 30. Student will complete a clothing inventory. (I)**
- 31. Student will complete a clothing purchase plan on a fixed budget. (E)**
- 32. Student will complete the clothing purchase plan on a fixed budget. (E)**

VII. The learner will discuss alteration, repair, redesign, and recycling of clothing.

- 33. Student will update the fashion look of outdated clothing. (I)**
- 34. Student will adjust garments to improve the fit. (I)**
- 35. Student will make simple clothing repairs. (I)**
- 36. Student will complete a project that entails new uses for the fabric in an existing garment. (E)**

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VIII. The learner will explore fashion services and fashion merchandising careers.

37. Student will identify careers in fashion services. (I)
38. Student will identify careers in merchandising to include: (I)
 - a. dry cleaner
 - b. wardrobe consultant
 - c. stylist
 - d. personal shopper
 - e. clothier

IX. The learner will follow the pattern envelope and guide sheet to complete the pre-construction skills at the introductory level.

39. Student will identify the information found on and in a pattern envelope. (I)
- 40. Student will complete the fabric sales project listed in the FCCLA manual which includes: (E)**
 - a. professional dress and manner
 - b. role playing
 - c. fabric and notions consultation demonstrating knowledge of such
 - d. cost calculation of goods
 - e. completion of a sale
41. Student will identify information found on the guide sheet: pattern pieces, layout view, and construction steps. (I)
42. Student will identify pattern tissue terminology/symbols. (I)
43. Student will complete necessary pattern adjustments: length or width. (I)
44. Student will prepare the fabric. (I)
45. Student will correctly pin and cut out the fabric pieces. (I)
46. Student will correctly mark the necessary pattern markings on the fabric pieces. (I)
47. Student will identify primary, secondary and tertiary colors. (I)
- 48. Student will describe color schemes that work well together. (E)**
49. Student will define the elements and principles of design. (I)
- 50. Student will demonstrate the use of design elements and principles in choosing and creating fashions. (E)**

X. The learner will complete construction techniques at the introductory level.

- 51. Student will construct a project or sample that will include: (E)**
 - a. casing
 - b. pocket
 - c. buttonhole
 - d. reinforce stitching
 - e. stay stitching
 - f. stitching line
 - g. hem finishes: to include machine and hand.
52. Student will understand and select correct thread for project. (I)

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X. The learner will complete construction techniques at the introductory level. (cont.)

53. Student will compare and select correct needles appropriate to the project. (I)
- a. universal, sharp and ball point.
 - b. needle sizes: the bigger the number the bigger the needle.

- 54. Student will complete appropriate seam and edge finishes including: (E)**
- a. zigzagged
 - b. clean finished
 - c. stitch and pink with standard seam width and markings

- 55. Student will identify and practice basic construction techniques: (E)**
- a. basting
 - b. clipping
 - c. grading/layering
 - d. notching

XI. The learner will develop a Portfolio, which would include employability skills, academic skills, personal management skills, and teamwork skills as they relate to work/career preparation and skills needed in the clothing industry.

- 56. Student will be introduced to interpersonal/relationship skills and assess their relationship to job performance. (E)**

57. Student will discuss how to procure employment by: (I)
- a. completing a job application
 - b. developing a personal resume
 - c. reviewing and practicing interview techniques and follow-up procedures.
 - d. discussing how to maintain employment.
 - e. identifying personal qualities and work ethics that lead to job success.
 - f. reviewing interpersonal relation skills and asses their relationship to job performance.
 - g. evaluating personal work ethics as related to meeting goals, project time lines within the Textile I course.

58. Student will document in-school and out-of school work preparation activities and skills in their personal portfolios. (I)